

Advanced Kindergarten Testing Procedures 2010-2011

Letters and Sounds Center Procedure

Letters and Sounds

1. Administer the assessment to individual children. Sit beside the child. Seat the child comfortably in front of an appropriate height flat surface, such as a child's table. Turn the alphabet sheets face down until you are ready to use them.
2. Say to the child, **I'm going to show you some letters. Let's see how many you know.** Then ask the child to **name each letter** as you point to it. Use a *masking card* to cover rows below the row the child is looking at. Move across the lines from left to right as you or the child points to the letters so that the child is asked to identify the letters in random order. If the child gives you a sound or word, say, **You are right. That letter has that sound, but can you tell me the name of that letter?**
3. Ask the child to identify words that begin with the five letters listed on the answer sheet by saying, **Can you tell me a word that begins with ____?** Please record responses on the answer sheet.
4. Mark the answer sheet by circling letters that are identified correctly. Circle the letters for which a correct sound is given.

Rhyming and First Sounds

1. Administer the assessment to individual children. Sit beside the child. Seat the child comfortably in front of an appropriate height flat surface, such as a child's table. Turn the rhyming and first sound sheets face down until you are ready to use them.
2. First Sounds-Say the name of the first picture in each row. Have the child listen to the beginning sound. Say the name of the other pictures in the row. Ask the child, **Which picture begins with the same sound as (the first picture)?**

Sample:	turtle:	pail	cow	tree
1:	moon:	hat	mask	duck
2:	fish:	fence	ball	hammer
3:	saw:	boat	sock	butterfly
4:	lion:	top	lock	flowers

3. Record the number correct on the answer sheet. (Do not count the sample)
4. Rhyming words- Say the name of the first picture in each row. Have the child listen to the ending sound. Say the name of the other pictures in the row. Ask the child, **Which picture ends with the same sound as (the first picture)?**

Sample:	gate:	box	plate	queen
1:	car:	jar	zoo	neck
2:	key:	ice	bee	bone
3:	ring:	doll	pan	king
4:	toe:	bow	kite	bell

5. Record the number correct on the answer sheet. (Do not count the sample)

Fine Motor Skills

1. Hand the child a pair of scissor and ask **Could you please cut along this line for me?** (Point to the half circle on the bottom of the assessment sheet.) Monitor the cutting and stop the child if they begin to cut onto the score sheet.

2. Turn the answer sheet over and say to the child, **Would you please draw me a picture of a person in this square? It can be any person that you wish, your mom, dad, brother, or sister.**

Math Center Procedure

Patterning

1. Administer the assessment to individual children. Sit beside the child. Seat the child comfortably in front of an appropriate height flat surface, such as a child's table. Turn the pattern sheet face down until you are ready to use it.
2. Say to the child, **Please match your bears to the pattern below.** Monitor the child and when they have completed the pattern say, **Now which color bear would come next in the pattern?**
3. Continue with the remaining two patterns using the same questioning.
4. Say to the child, **Now can you make your own pattern?** Point to the area you would like them to create the pattern.
5. Record results on the testing sheet by checking the box if they have the answer correct. Do nothing for incorrect responses. Repeating the pattern is considered incorrect.

Sorting by Size

1. Administer the assessment to individual children. Sit beside the child. Seat the child comfortably in front of an appropriate height flat surface, such as a child's table. Turn the sorting sheet face down until you are ready to use it.
2. Pull out 3 large bears, 2 medium bears, and 5 small bears to use when sorting. Be sure that they are randomly arranged in front of the child. The bears should be standing.
3. Say to the child, **These bears are tired and need a nap. All the big bears need to go in the big bed, the medium bears in the medium bed, and the small bears in the small bed. Can you put all the bears in their correct bed?**
4. Record results on the testing sheet by checking the box if they sort the bears correctly.
5. Say to the child, **Which bed has the most bears?** Record results on the testing sheet.
6. Say to the child, **Which bed has the fewest bears?** Record results on the testing sheet.

Stair Shape

1. Administer the assessment to individual children. Sit beside the child. Seat the child comfortably in front of an appropriate height flat surface, such as a child's table. Turn the stair sheet face down until you are ready to use it.
2. Place the pattern blocks within reach of the child. Do not sort out the orange squares from the remaining shapes.
3. Say to the child, **See how this looks like stairs? Can you use the pattern blocks to fill in the stairs?** Point to the pattern blocks.
4. After the child has completed the stairs, say to the child, **Can you make the stairs bigger?**
5. Record the results with a check mark if the child completed the stairs and made it bigger. Shade the drawing on the right to illustrate how they made it bigger. (If necessary add additional squares to the drawing.)

Triangle Shape

1. Administer the assessment to individual children. Sit beside the child. Seat the child comfortably in front of an appropriate height flat surface, such as a child's table. Turn the triangle sheet face down until you are ready to use it.

2. Place the pattern blocks within reach of the child. Do not sort out the green triangles from the remaining shapes.
3. Say to the child, **What shape does this look like?** If the child responds triangle then continue if not tell them it is a triangle before continuing.
4. Say to the child, **Can you fill in the triangle shape with pattern blocks?**
5. Watch the child and record results on the answer sheet. If they use all green the first time say, **Now can you try with different shapes?**
6. If they used a variety of shapes the first time say, **Is there another way you can fill in the shape?**
7. Record results on the answer sheet. You do not need to draw the shape. You may record shapes used if they were creative or unique.

Story Center Procedure

1. Have the children sit comfortably on the floor in front of the reader. Introduce the book by showing the children the cover. Say, **Can anyone guess what this book might be about?**
2. Record unique responses only.
3. Then read the story pausing at the page with the zebra. Say to the children, **What do you notice about the zebra?**
4. Record unique responses only.
5. Continue with the story pausing on the page with the peacock. Say to the children, **Where could a peacock live? Why?**
6. Record unique responses only.
7. Continue with the story pausing at the page with the zookeeper. Have the students make predictions as to what a zookeeper does. Say, **What do you think a zookeeper does?**
8. Record unique responses only.
9. Finish the story.

KSEALS

1. Administer the assessment to individual children. Sit beside the child. Seat the child comfortably in front of an appropriate height flat surface, such as a child's table. Turn the KSEALS face down until you are ready to use it.
2. Begin with the Vocabulary section of the test; continue administering the test until the child misses 5 in a row. If they miss five in a row, stop and move on to the Letters, Numbers, and Words test. Do not continue to administer past 5 misses.
3. Administer the Letters, Numbers and Words test in the same manner as described above. Stop when a child misses 5 in a row.
4. Please total the number correct at the bottom of each score sheet.

Make any additional comments on the answer sheet that reflect your observations concerning students ability to complete tasks as well as any advanced traits you observe. (Such as: advanced language, analytical thinking, perspective, accelerated learning, sense of humor, and fine motor skills)